DOCUMENT RESUME

ED 318 434 IR 014 341

TITLE A Practical Guide for Non-Governmental Organizations, Unesco Clubs, Associated Schools and Other Interested Groups: 1990 International Literacy Year, ILY.
PUB DATE Jul 88
NOTE 53p.
PUB TYPE Guides - General (050)

EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Educational Planning; *Illiteracy; *International Cooperation; *Literacy; *Program Implementation
IDENTIFIERS Nongovernmental Organizations

ABSTRACT

This guide suggests a number of activities that can be undertaken to prepare for and take part in the International Literacy Year (ILY). It is directed to groups such as national ILY organizing committees; local, national, regional and international non-governmental organizations; Unesco clubs and associations; institutions participating in the network of Unesco Associated Schools; and other structures and groups with special affinities for and relationships with the United Nations system. The guide suggests activities under five objectives: (1) increasing action by governments of member states afflicted by illiteracy or functional illiteracy to eliminate these problems; (2) increasing public awareness of the scope, nature, and implications of illiteracy as well as of the means and conditions for combating it; (3) increasing popular participation within and among countries to combat illiteracy; (4) increasing cooperation and solidarity among member states in the struggle against illiteracy; and (5) increasing cooperation with the United Nations system and among all inter-governmental and non-governmental organizations in the struggle against illiteracy. (GL)

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NGO
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ngo standing committee

A PRACTICAL GUIDE

For Non-Governmental Organizations, Unesco Clubs, Associated Schools and Other Interested Groups

1990
International Literacy Year
ILY

IR014341

Paris, July 1988

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On the cover: the logo of International Literacy Year, designed by a Japanese graphic artist, Mr. Kohichi Imakita, winner of a contest organized by the International Association of Art in cooperation with Unesco.

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Paris, July 1988
Original: English

ngo standing committee

The NGO (Unesco) Standing Committee is a group of 15 international non-governmental organizations (NGOs), elected by the biennial conference of NGOs in consultative relationship (Categories A and B) with Unesco, to facilitate collective consultation and co-operation towards the achievement of Unesco's ideals.

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THE INTERNATIONAL NON-GOVERNMENTAL ORGANIZATIONS STANDING COMMITTEE (UNESCO, PARIS) WOULD LIKE TO EXPRESS ITS WARM THANKS TO **JOHN FOX**, OF THE INTERNATIONAL BUREAU OF EDUCATION, WHO CONTRIBUTED THE DRAWINGS IN THIS BOOKLET (HIS INTERNATIONAL LITERACY YEAR HAS ALDREADY BEGUN !)

PREFACE

At the end of 1987, the United Nations General Assembly proclaimed 1990 "International Literacy Year" and requested that Unesco take central responsibility, within the U.N. System, for preparing and holding the Year.

The background to this important decision is relatively simple to outline. Largely because of increased and improved provision of basic schooling, the percentage of illiterates among the world's adult population is gradually declining. From about one-third at the beginning of the 1970s, it has dropped to approximately one quarter today; if present trends continue it may decline to one-fifth at the turn of the century. But because of population growth, the absolute numbers of illiterate adults continue to grow, from some 760 million in 1970 to about 890 million today and - if current trends hold - possibly some 912 million in the Year 2000.

Women are more affected than men: while about one-fifth of men cannot read and write, the figure for women is almost one-third. More than 100 million school-aged children have no place to learn - adding to the problem at its source. Many who have learned, in school or in literacy programmes outside the school, run the risk of relapsing into illiteracy

FOR LACK OF READING MATTER. AND SEVERAL INDUSTRIALISED COUNTRIES ARE DISCOVERING WIDESPREAD "FUNCTIONAL ILLITERACY" AMONG THEIR YOUTH AND ADULTS: THE INABILITY TO USE READING AND WRITING WITH FACILITY IN DAILY LIFE. WIDESPREAD ILLITERACY SEVERELY HAMPERS ECONOMIC AND SOCIAL DEVELOPMENT; IT IS ALSO A GROSS VIDATION OF THE BASIC HUMAN RIGHT TO LEARN, KNOW AND COMMUNICATE.

AGAINST THIS BACKDROP, INTERNATIONAL LITERACY YEAR IS INTENDED TO GIVE A "SHOT IN THE ARM" TO LITERACY WORK UNDERTAKEN BY ALL SOCIAL FORCES, INCLUDING OF COURSE THE COMMUNITY OF INTERNATIONAL NGOS ENJOYING OFFICIAL RELATIONS WITH UNESCO.

VIRTUALLY SINCE IT WAS FOUNDED, OVER 40 YEARS AGO, UNESCO HAS COOPERATED WITH NGOS IN THE STRUGGLE AGAINST ILLITERACY. A MAJOR RECENT DEVELOPMENT IN JOINT UNESCONGO EFFORTS HAS BEEN THE CREATION OF AN ANNUAL COLLECTIVE CONSULTATION OF NGOS ON LITERACY. THE 4TH COLLECTIVE CONSULTATION, HELD IN BANGKOK IN DECEMBER 1987, UNANIMOUSLY RECOMMENDED THAT THE PRESENT **GUIDE** SHOULD BE ISSUED WELL IN ADVANCE OF 1990, INTERNATIONAL LITERACY YEAR, SO AS TO ENSURE THAT ACTION MAY BEGIN IN GOOD TIME.

WHILE LARGELY BASED ON PAST EXPERIENCES OF NGOS, BOTH SINGLY AND IN GROUPS, THE GUIDE DOES NOT NECESSARILY REFLECT THE OPINIONS OF THE STANDING COMMITTEE OR OF THE UNESCO SECRETARIAT, WHICH ASSISTED IN PRODUCING THE GUIDE.

PARIS, 1988
NGO STANDING COMMITTEE

INTRODUCTION

"International Literacy Year (ILY) should not be a 'celebration', but a summons to action" - such was the unanimous conviction of an International Symposium for the Preparation of International Literacy Year, held by Unesco at Ulan Bator, Mongolian People's Republic, in May 1987. And who would disagree? To help interested groups answer imaginatively that "summons to action" is the aim of this **GUIDE**, which suggests a number of concrete activities that could be undertaken to prepare and hold ILY.

National governments must provide the central focus - and assume main responsibility - for the observance of ILY, and programme recommendations are being made by Unesco separately to them. To succeed, however, governmental initiatives will most often have to be amplified and multiplied through bodies that are not part and parcel of the regular government administration. Many such bodies will also wish to undertake their own initiatives. These bodies include: national ILY organizing committees or other machinery specially set up (e.g. within National Commissions for Unesco) for the Year; local, national, regional and international non-governmental organizations; Unesco Clubs and Associations; institutions participating in the network of Unesco Associated Schools; and other structures and groups with special affinities for and relationships with the U.N. system, and an interest in ILY, such as U.N. Associations, youth and student groups for the U.N., national Unicef Committees, national Freedom from Hunger organizations, and certain foundations.

THIS GUIDE IS DIRECTED TO ALL THESE BODIES, WHO ARE REFERRED TO COLLECTIVELY IN WHAT FOLLOWS AS NGOs AND OTHER INTERESTED GROUPS.

THE GUIDE DRAWS ON UNESCO'S EXPERIENCE IN COOPERATION WITH NGOs AND OTHER INTERESTED GROUPS TO PROMOTE EDUCATION IN GENERAL AND LITERACY WORK IN PARTICULAR. IT ALSO TAKES FULL ACCOUNT OF SUGGESTIONS MADE DURING A SERIES OF CONSULTATIONS HELD BY UNESCO SINCE EARLY 1986 TO PREPARE ILY.

THE MAIN CRITERIA GOVERNING THE CHOICE OF ACTIVITIES SUGGESTED ARE THAT THE ACTIVITIES SHOULD BE TANGIBLE, MODEST AND REALISTIC, TAKING FULL ACCOUNT OF THE RESOURCE CONSTRAINTS NOW FACED BY MOST GROUPS. MOST OF THE ACTIVITIES ARE, THEREFORE, RELATIVELY:

INEXPENSIVE (OFTEN REQUIRING A RE-ORDERING OR MORE SYSTEMATIC USE OF EXISTING STRUCTURES, MANPOWER AND FUNDING RATHER THAN THE GENERATION OF CONSIDERABLE NEW MEANS);

SHORT IN DURATION (ALTHOUGH THEIR EFFECTS SHOULD CONTINUE TO BE FELT, IN MOST CASES AND IN WAYS SOMETIMES DIFFICULT TO PREDICT AT THE OUTSET, WELL BEYOND ILY);

LIMITED IN TERMS OF IMMEDIATE AUDIENCE AND/OR GEOGRAPHICAL COVERAGE

(ALTHOUGH MEANT TO HAVE "MULTIPLIER EFFECT");

AND

CONCRETE IN TERMS OF (AT LEAST SOMETIMES MEASURABLE) RESULTS SOUGHT.

THE LIST OF ACTIVITIES PROPOSED IS ILLUSTRATIVE AND SUGGESTIVE, NOT EXHAUSTIVE. SOME INTERESTED GROUPS (E.G. A UNESCO CLUB IN A SINGLE SCHOOL) MAY ONLY WISH TO UNDERTAKE ONE OR TWO ACTIVITIES. OTHERS (E.G. AN INTERNATIONAL NGO WITH SEVERAL MILLION MEMBERS) WILL PERHAPS WANT TO ADOPT AN ORGANIZATION-WIDE "MASTER PLAN FOR ILY" INCLUDING MANY OF THE ACTIVITIES SUGGESTED BELOW. IT IS EARNESTLY HOPED THAT, IN ALL CASES, READERS WILL BE STIMULATED BY THE PRACTICAL **SPIRIT** OF THIS **GUIDE** TO DISCOVER OR INVENT OTHER IMAGINATIVE ACTIVITIES TO MARK **ILY** IN MEMORABLE FASHION.

THE **GUIDE** HAS BEEN DRAFTED WITH INTER-GROUP AND WORLDWIDE COVERAGE (DEVELOPING AND INDUSTRIALIZED COUNTRIES) IN MIND. NEVERTHELESS, INTERESTED GROUPS WILL WANT TO VARY THEIR APPROACHES, TAKING INTO ACCOUNT THEIR OWN SITUATIONS, EXPERIENCES, PREFERENCES AND ORIENTATIONS. COUNTRIES WITH 80 % ILLITERACY AND A SCHOOL ATTENDANCE RATE OF 20 % WILL HAVE NEEDS RATHER DIFFERENT FROM COUNTRIES WHERE LITERACY STANDS AT 90 % AND WHERE **ILY** MAY BEST BE PLANNED AS A "NATIONAL READING YEAR". INDUSTRIAL COUNTRIES, WHICH MAY HAVE A PROBLEM OF FUNCTIONAL ILLITERACY AMONG THEIR OWN CITIZENS WHILE ALSO WISHING TO CONTRIBUTE TO LITERACY WORK IN DEVELOPING COUNTRIES, WILL ALSO HAVE SPECIFIC REQUIREMENTS.

THE GUIDE SUGGESTS ACTIVITIES UNDER FIVE OF THE SIX MAJOR OBJECTIVES OF ILY, IN TURN. THESE OBJECTIVES ARE, IN SUMMARY:

1. INCREASING ACTION BY GOVERNMENTS OF MEMBER STATES AFFLICTED BY ILLITERACY OR FUNCTIONAL ILLITERACY TO ELIMINATE THESE PROBLEMS;

2. INCREASING PUBLIC AWARENESS OF THE SCOPE, NATURE AND IMPLICATIONS OF ILLITERACY AS WELL AS THE MEANS AND CONDITIONS FOR COMBATING IT...;

3. INCREASING POPULAR PARTICIPATION, WITHIN AND AMONG COUNTRIES, IN EFFORTS TO COMBAT ILLITERACY...;

4. INCREASING COOPERATION AND SOLIDARITY AMONG MEMBER STATES IN THE STRUGGLE AGAINST ILLITERACY;

5. INCREASING COOPERATION WITH THE U.N. SYSTEM, AND, MORE GENERALLY, AMONG ALL INTER-GOVERNMENTAL AND NON-GOVERNMENTAL ORGANIZATIONS IN THE STRUGGLE AGAINST ILLITERACY.

(A WORD WILL BE SAID LATER ABOUT THE SIXTH OBJECTIVE: LAUNCHING AN ACTION TO ELIMINATE ILLITERACY BY THE YEAR 2000)

NATURALLY, SOME OF THESE OBJECTIVES RELATE MORE DIRECTLY TO GOVERNMENTS' ACTION THAN TO NGOs AND OTHER INTERESTED GROUPS. THERE MAY ALSO BE SOME OVERLAP BETWEEN OBJECTIVES SINCE THE SAME ACTIVITY CAN BE VIEWED AS CONTRIBUTING TO MORE THAN ONE OBJECTIVE (E.G. SCHOOL TWINNING CAN FOSTER BOTH PUBLIC AWARENESS AND POPULAR PARTICIPATION). THIS FRAMEWORK SHOULD, THEREFORE, BE VIEWED AS FLEXIBLE AND INDICATIVE RATHER THAN RIGID OR EXCLUSIVE.

TIMING AND PLANNING ARE IMPORTANT FOR THE ACTIVITIES SUGGESTED

BELOW. SOME SHOULD PROVE RELATIVELY SIMPLE TO ORGANIZE. OTHERS (E.G. A PHOTO OR POSTER CONTEST) WILL HAVE TO BE LAUNCHED WELL IN ADVANCE OF ILY IF THEY ARE TO YIELD TANGIBLE - AND COMMUNICABLE - RESULTS DURING THE YEAR.

UNESCO HEADQUARTERS AND REGIONAL OFFICES CAN PROVIDE LIMITED ASSISTANCE TO INTERESTED GROUPS, CHIEFLY IN THE FORM OF TECHNICAL INFORMATION ON THE PROBLEMS OF ILLITERACY AND LITERACY WORK, STATISTICS, PHOTOGRAPHS, FILMS, RADIO PROGRAMMES AND OTHER SUPPORT MATERIAL. A GUIDE TO UNESCO SOURCES ON LITERACY MAY BE HAD IN ENGLISH, FRENCH AND SPANISH ON REQUEST. UNFORTUNATELY, FINANCIAL AID AVAILABLE FROM UNESCO WILL BE VERY RESTRICTED, OF SYMBOLIC VOLUME. ENQUIRIES ABOUT DIFFERENT FORMS OF ASSISTANCE MAY BE ADDRESSED TO:

INTERNATIONAL LITERACY YEAR UNIT
UNESCO HOUSE
7, PLACE DE FONTENOY
75700 PARIS, FRANCE

REMEMBER ALSO, THAT INTERNATIONAL LITERACY DAY TAKES PLACE EACH YEAR ON 8 SEPTEMBER, AND CAN BE AN APPROPRIATE "MOMENT" - BEFORE, DURING AND AFTER ILY - TO FOCUS ATTENTION, CONCERN, COMMITMENT AND ACTION ON ISSUES OF LITERACY.

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OBJECTIVE No. 1

INCREASING ACTION BY GOVERNMENTS OF MEMBER STATES
AFFLICTED BY ILLITERACY OR FUNCTIONAL ILLITERACY
TO ELIMINATE THESE PROBLEMS

IT IS HOPED THAT, IN MANY COUNTRIES, ILY WILL BE AN OCCASION FOR LAUNCHING MAJOR NEW INITIATIVES SUCH AS NATIONAL CAMPAIGNS, OR CRASH PROGRAMMES WITH A GEOGRAPHICAL FOCUS (ON ONE OR TWO CITIES, A REGION OR PROVINCE) OR AIMED AT SPECIAL SEGMENTS OF THE POPULATION (WOMEN, YOUTH, THE POOREST OF THE POOR). IN SOME INSTANCES, HOWEVER, SEVERE RESOURCE CONSTRAINTS MAY DICTATE A MORE LIMITED, INCREMENTAL APPROACH.

IN NEARLY ALL CASES, NATIONAL GOVERNMENTS MUST BE THE PRIME MOVERS IN INCREASING ACTION FOR LITERACY. NORMALLY, IT IS GOVERNMENTS THAT WILL TAKE THE INITIATIVES REQUIRED TO PLAN AND EXECUTE DIFFERENT PHASES OF LITERACY ACTION: ASSESSMENT OF THE SITUATION AND IDENTIFICATION OF NEEDS; ESTABLISHMENT OF PRIORITIES AND POLICY; PREPARATION AND ADOPTION OF LEGISLATIVE AND ADMINISTRATIVE MEASURES; ELABORATION OF CURRICULA; DESIGN AND PRODUCTION OF TEACHING AND READING MATERIALS; RECRUITMENT AND TRAINING OF STAFF; DEFINITION AND APPLICATION OF MONITORING AND EVALUATION PROCEDURES; AND POST-LITERACY ACTION.

AT ALL THESE PHASES, HOWEVER, THE CONTRIBUTIONS MADE BY NGOs AND OTHER INTERESTED GROUPS ARE VALUABLE, SOMETIMES INDISPENSIBLE. THEIR RÔLES WILL VARY, AND SHOULD BE DETERMINED IN THE LIGHT BOTH OF THE CONDITIONS OBTAINING AND OF THE SCOPE AND KIND OF GOVERNMENTAL ACTION ENVISAGED OR UNDERTAKEN:

ADVOCACY WILL BE A CENTRAL RÔLE IN CERTAIN SITUATIONS, WHERE INTERESTED GROUPS WILL STRIVE TO SPARK AND STRENGTHEN NATIONAL POLITICAL WILL FOR LITERACY;

EXPERIMENTATION AND PILOT ACTIVITIES WILL BE APPROPRIATE IN SOME SETTINGS, WHERE POLITICAL WILL EXISTS BUT IS NOT FULLY ACCOMPANIED BY TECHNICAL EXPERIENCE AND KNOWHOW;

AMPLIFICATION AND MULTIPLICATION OF MAJOR GOVERNMENTAL INITIATIVES WILL BE KEY RÔLES IN SOME CASES;

COMBINATIONS OF TWO OR ALL OF THESE RÔLES WILL BE NECESSARY IN MANY INSTANCES.

AN EARLY STEP FOR INTERESTED GROUPS THAT WISH TO ENHANCE THEIR COOPERATION WITH GOVERNMENTS, WILL BE TO DEVISE AND SET UP OPERATIONAL SUPPORT STRUCTURES, TO ENCOURAGE AND AMPLIFY GOVERNMENT ACTION. THESE SHOULD NOT BE NEW BUREAUCRATIC ENTITIES, BUT A KIND OF "NERVOUS SYSTEM" FOR INFORMING, PERSUADING AND ACTIVATING.

ONCE RÔLES AND STRUCTURES HAVE BEEN DECIDED UPON (AND ALTHOUGH THESE MAY, OF COURSE, EVOLVE), ACTIVITIES TO FOSTER INCREASED GOVERNMENT ACTION CAN BE ENVISAGED. FOR THE PURPOSES OF ORDERLY PRESENTATION (REALITY MAY DICTATE A DIFFERENT LOGIC!), EXAMPLES MAY BE GROUPED BY MAJOR PHASE OF LITERACY WORK.

ACTIVITIES COULD BE DESIGNED LARGELY TO REVEAL AND MOBILISE "HIDDEN RESOURCES", I.E. FRAMEWORKS, EXPERIENCES, INFORMATION IDEAS, MANPOWER AND GENERAL CREATIVE CAPACITY THAT MAY NOT ALWAYS BE KNOWN, OR PERCEIVED, AS HAVING RELEVANCE FOR LITERACY WORK. THIS IS ESPECIALLY IMPORTANT AT A TIME OF AUSTERITY, WHICH SEEMS TO AFFECT SOCIAL INVESTMENT (INCLUDING LITERACY WORK) IN PARTICULAR.

A. PREPARING/PLANNING

1. INTERESTED GROUPS CAN PARTICIPATE IN, OR INITIATE, "LITERACY CENSUSES" OR OTHER SITUATION ASSESSMENTS AND NEEDS IDENTIFICATION, PARTICULARLY AT THE LOCAL LEVEL: A COMMUNITY, A WORK PLACE... THESE ARE NOT NECESSARILY COMPLICATED TO CARRY OUT AND CAN YIELD IMPORTANT QUALITATIVE AS WELL AS QUANTITATIVE INFORMATION.

2. RESEARCH GENERATION AND DISSEMINATION ARE ANOTHER AREA WHERE AT LEAST CERTAIN INTERESTED GROUPS COULD MAKE A GREATER CONTRIBUTION, AND REAP GREATER BENEFITS, THAN AT PRESENT

(A) SPECIALISED NGOs (LINGUISTS, PEDAGOGUES, MEDIA PROFESSIONALS) CAN PLACE THEIR EXPERTISE AT THE DISPOSAL OF MORE MASS- AND/OR ACTION-ORIENTED GROUPS, AS WELL AS ASSISTING GOVERNMENT STAFF

(B) MANY INTERESTED GROUPS ("ACTIVIST" AS WELL AS SPECIALISED) CAN CONTRIBUTE TO THE ORGANIZATION OF LITERACY-RELATED COURSES AND SEMINARS AT INSTITUTIONS OF HIGHER EDUCATION

(C) MANY INTERESTED GROUPS CAN PROVIDE THE INITIATIVE (AND CANDIDATES) FOR THE ESTABLISHMENT OF PARTIME OR FULLTIME POSITIONS IN WHICH LITERACY SPECIALISTS WOULD SERVE AS "SCHOLAR-IN-RESIDENCE"

OR "INTERNS" IN RELEVANT UNIVERSITY FACULTIES AND GOVERNMENT DEPARTMENTS

(D) STUDENT AND TEACHER ASSOCIATIONS COULD ENCOURAGE AND ASSIST MASTERS AND DOCTORAL CANDIDATES IN DIFFERENT DISCIPLINES TO DIRECT THESES AND DISSERTATIONS TO LITERACY-RELATED SUBJECTS, AND TO OBTAIN SCHOLARSHIPS FOR SUCH RESEARCH

(E) VIRTUALLY ALL INTERESTED GROUPS COULD CONTRIBUTE TO AND LEARN FROM UNESCO'S REGIONAL NETWORKS ON EDUCATIONAL INNOVATION:

Asian Programme for Educational Innovation for Development (APEID)
Network of Educational Innovation for Development in Africa (NEIDA)
Caribbean Network of Educational Innovation for Development (CARNEID)
Educational Innovation Programme for Development in the Arab States (EIPDAS)

(F) A NUMBER OF NATIONAL AND INTERNATIONAL NGOs COULD UNDERTAKE SYSTEMATIC DISSEMINATION OF THEIR OWN TECHNICAL PUBLICATIONS (BULLETINS, BROCHURES, JOURNALS, ETC.) TO GOVERNMENT AGENCIES AND INTERESTED GROUPS AT THE NATIONAL AND PARTICULARLY PROVINCIAL LEVELS (THE LATTER ARE VERY OFTEN LACKING REGULAR INFLOW OF TECHNICAL INFORMATION); "MINILIBRARIES" OF SUCH TECHNICAL DOCUMENTATION COULD BE CONSTITUTED AND DISSEMINATED

3. Formulation of POLICY and preparation of LEGISLATION can be enriched by the experience and insights of NGOs and other interested groups, which may wish to consider such measures as:

(A) PREPARATING SPECIAL "WHITE PAPERS" ON LITERACY POLICY

(B) PARTICIPATING IN ORGANIZING PUBLIC HEARINGS ON DRAFT LEGISLATION

(c) OFFERING SPECIALLY QUALIFIED VIEWS ON SPECIFIC THEMES, E.G. LAUNCHING JOINT CONSULTATIONS OF: TEACHERS, PARENTS AND PUPILS/STUDENTS ASSOCIATIONS ON THE RÔLE OF SCHOOLING IN PROVIDING AND MAINTAINING BASIC LITERACY; GROUPS OF WOMEN OR CONCERNED BY WOMEN'S ISSUES, TO UNDERLINE AND PROMOTE THE FEMALE DIMENSION OF LITERACY WORK.

(D) LEARNING ABOUT AND SEEKING THE APPLICATION OF CERTAIN MAJOR INTERNATIONAL NORMATIVE INSTRUMENTS AND GUIDELINES CONCERNING BASIC EDUCATION, ADULT EDUCATION, THE STATUS OF WOMEN, ETC. (ORDINARY CITIZENS SELDOM KNOW THAT THEIR GOVERNMENTS HAVE SIGNED INTERNATIONAL RECOMMENDATIONS, DECLARATIONS AND CONVENTIONS IN THESE AREAS, ON WHICH NATIONAL LEGISLATION AND POLICY CAN BE BASED.)

B. ORGANIZING/IMPLEMENTING

1. PREMISES AND OTHER INFRASTRUCTURE FOR PRE-SERVICE AND IN-SERVICE TRAINING OF LITERACY WORKERS AND MORE PARTICULARLY, FOR HOLDING ACTUAL LITERACY CLASSES ARE OFTEN LACKING; HENCE, SINGLY AND TOGETHER, INTERESTED GROUPS CAN:

(A) ORGANIZE YOUTH WORKCAMPS AND OTHER FORMS OF VOLUNTARY SERVICE (E.G. WITH ENTIRE FAMILIES ON WEEKENDS)

- TO BUILD NEW SCHOOLS AND LITERACY CENTRES
- TO REPAIR SUCH PREMISES OR ADAPT OTHER LOCALES FOR LITERACY WORK (IN FACTORIES, FARMS, ADMINISTRATIVE BUILDINGS, STORES, MARKETS, ETC.),

AND

- TO MAKE OR REPAIR MUCH NEEDED BUT OFTEN ABSENT EQUIPMENT SUCH AS BLACKBOARDS, CHAIRS, TABLES AND BOOKSHELVES

(B) SET AN EXAMPLE BY OFFERING THEIR OWN PREMISES (NATIONAL, PROVINCIAL AND LOCAL OFFICES; TRAINING CENTRES, CAMP SITES) FOR LITERACY AND LITERACYRELATED ACTIVITIES

(C) CONDUCT MOTIVATIONAL CAMPAIGNS AMONG THEIR RESPECTIVE MEMBERSHIPS (AND THE WIDER PUBLIC) SO THAT OTHER ECONOMIC, SOCIAL AND CULTURAL INFRASTRUCTURE - NOT FORGETTING PRIVATE HOMES - BE SYSTEMATICALLY AND WILLINGLY LOANED AND EQUIPPED FOR LITERACY WORK. (QUANTITATIVE TARGETS COULD BE SET: E.G. IN A COUNTRY HOLDING A NATIONAL LITERACY CAMPAIGN, SERVICE CLUBS AND GROUPS OF PROFESSIONALS AND ENTREPRENEURS COULD SEEK TO ENSURE THAT 50% OF THEIR MEMBERS WOULD OFFER CLASSROOM SPACE IN THEIR ENTERPRISES OR HOMES THREE EVENINGS A WEEK DURING ILY.)

(D) LACK OF TRANSPORT FACILITIES - FOR LITERACY LEARNERS, WORKERS, SUPERVISORS, EQUIPMENT AND MATERIALS - OFTEN HAMPERS LITERACY WORK, AND CERTAIN INTERESTED GROUPS COULD ENCOURAGE THEIR MEMBERSHIPS TO LOAN PROFESSIONAL OR PRIVATE VEHICLES.

2. INTERESTED GROUPS CAN ALSO BE ESPECIALLY SENSITIVE AND EFFECTIVE CHANNELS OF COMMUNICATIONS FOR REACHING, TEACHING AND UNDERSTANDING SPECIAL SEGMENTS OF THE POPULATION REQUIRING AND WISHING LITERACY INSTRUCTION SUCH AS:

(A) MARGINALIZED, UNDERPRIVILEGED AND/OR SOCIALLY/ PHYSICALLY HANDICAPPED INDIVIDUALS AND GROUPS NOT ALWAYS COMPREHENSIVELY CATERED FOR BY USUAL GOVERMENT ADMINISTRATION: BLIND, MOTORHANDICAPPED, LINGUISTIC/ETHNIC MINORITIES, REFUGEES, MIGRANTS, SINGLE MOTHERS, CRIMINAL OFFENDERS, ETC. (SETTING UP "BRAILLE CORNERS" IN ALL PUBLIC LIBRARIES COULD BE AN APPROPRIATE TARGET IN SOME COUNTRIES, FOR EXAMPLE)

(B) OTHER CATEGORIES NOT USUALLY THOUGHT OF AS "TARGETS" FOR LITERACY WORK, E.G. AGRICULTURAL AND HEALTH EXTENSION AGENTS WHO, ALTHOUGH LITERATE IN OFFICIAL LANGUAGES, DO **NOT** KNOW HOW TO READ OR WRITE ONE OR MORE OTHER (NATIONAL) LANGUAGES IN WHICH LITERACY INSTRUCTION IS PROVIDED AND IN WHICH NEWLY LITERATE FARMERS (WHO CANNOT READ OR WRITE THE OFFICIAL LANGUAGE) WISH AND ARE ABLE TO COMMUNICATE

3. STAFFING LITERACY WORK AND ALLIED PROGRAMMES IS AN AREA WHERE NGOs AND OTHER INTERESTED GROUPS HAVE PROVEN THEMSELVES CAPABLE OF PROVIDING COMPETENT AND SUSTAINED SERVICE.

(A) THE MOBILIZATION OF INDIVIDUALS - MEMBERS OF INTERESTED GROUPS, OR THEIR ACTUAL OR POTENTIAL SYMPATHIZERS - IS COVERED BELOW UNDER OBJECTIVE N°3 ("INCREASING POPULAR PARTICIPATION"...)

(B) HERE, IT IS SUGGESTED THAT IN ADDITION TO THE INDIVIDUAL SKILLS THEIR MEMBERS CAN OFFER, CERTAIN INTERESTED GROUPS AS SUCH HAVE - THROUGH THEIR ORGANIZATIONAL MEMORY, COMMITMENT AND PROGRAMMES - WHAT COULD BE CALLED "STRUCTURAL COMPETENCES" TO OFFER, E.G.:

- YOUTH AND STUDENT BODIES, WOMEN'S ASSOCIATIONS AND TRADE UNIONS CAN BRING SPECIAL INSIGHTS TO ANY ATTEMPT TO MOBILIZE YOUNG PEOPLE, WOMEN FOR LITERACY WORK (AS INSTRUCTORS OR LEARNERS), TO CITE BUT THESE GROUPS;

- IN TRAINING CITY PEOPLE FOR WORK IN THE COUNTRYSIDE, PEASANT ORGANIZATIONS AND INFORMAL GROUPS VERSED IN CAMPING, PHYSICAL FITNESS, HEALTH AND OTHER "SURVIVAL SKILLS" CAN ENHANCE THE LIKELIHOOD OF THE PHYSICAL AS WELL AS INTELLECTUAL / PSYCHOLOGICAL / SOCIAL ADJUSTMENT AND WELLBEING OF TRAINEES ONCE THEY ARE ON THE JOB.

4. INVESTED GROUPS CAN PROVIDE INVALUABLE HELP FOR THE DESIGN, TESTING, PRODUCTION AND DISSEMINATION BOTH OF INSTRUCTIONAL MATERIALS AND OF READING MATTER FOR NEW LITERATES. THEY CAN, INTER ALIA:

(A) SUGGEST REALITY-BASED CONTENTS (THEMES, SEQUENCES) FOR SUCH PUBLICATIONS, IN LINE WITH THEIR EXPERIENCE

(B) PROVIDE SITUATIONS FOR ON-SITE TESTING OF PUBLICATION DRAFTS-MAQUETTES, WHOSE IMPORTANCE IS SOMETIMES NEGLECTED (LANGUAGE DIFFICULTY, GRAPHIC PRESENTATION, ATTRACTIVENESS OF THEMES)

(C) DISTRIBUTE MATERIALS THROUGH THEIR OWN NETWORKS

(D) PRODUCE TEXTS FOR LEARNERS AND NEW LITERATES IN THEIR OWN AREAS OF CONCERN AND SPECIALIZATION (SPECIALLY DESIGNED BROCHURES, SETS OF BROCHURES, AND PAGES OR SECTIONS IN THEIR OWN BULLETINS AND MAGAZINES).

C. MONITORING/EVALUATING

1. IN ASSESSING ONGOING PROGRESS OF LITERACY WORK, NGOS AND OTHER INTERESTED GROUPS CAN BE A "FINGER ON THE PULSE", OFFERING (GENERALLY QUALITATIVE) INFORMATION AND ANALYSIS COMPLEMENTARY

TO OFFICIAL CHANNELS ON ACHIEVEMENTS AND PROBLEMS.

2. AT THE END OF CAMPAIGNS AND PROGRAMMES, INTERESTED GROUPS MAY LEND THEMSELVES PARTICULARLY WELL TO EVALUATION FOLLOWING THE PARTICIPATORY RESEARCH APPROACH, UNDER WHICH ALL CONCERNED PARTIES (LEARNERS AND INSTRUCTORS AS WELL AS DECISION-MAKERS AND OTHER HIGHER LEVEL STAFF) HELP DESCRIBE AND INTERPRET WHAT HAS HAPPENED.

D. POST-LITERACY ACTION

IMPLICIT ON OBJECTIVE N°1. IS THE NEED AND GOAL OF ENSURING THAT, IN ADDITION TO IMPROVING BASIC LITERACY RATES, GOVERNMENTS DEVOTE INCREASING ACTION TO POST-LITERACY, I.E. TO MAKING IT PROBABLE THAT READING, WRITING AND NUMERACY SKILLS WILL ACTUALLY BE MAINTAINED, APPLIED AND DEVELOPED.

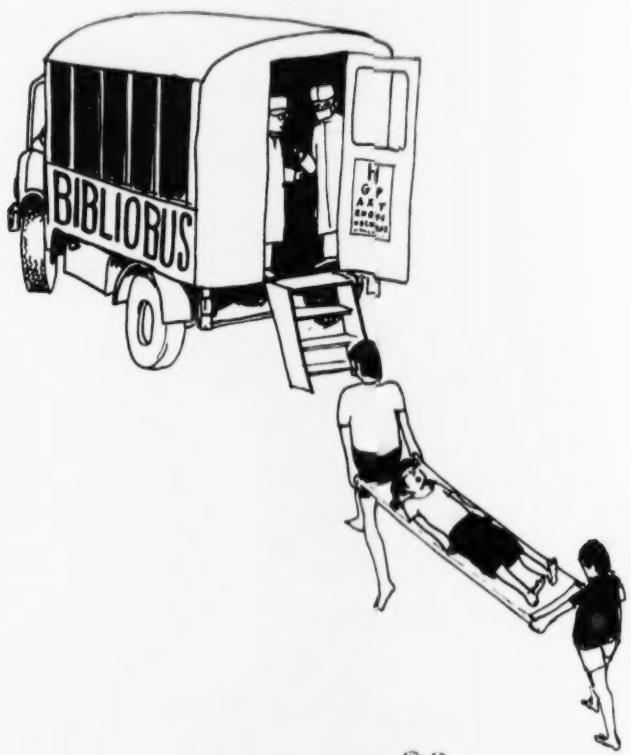
NGOs AND OTHER INTERESTED GROUPS CAN CONTRIBUTE TO THE FORMULATION, IMPLEMENTATION AND EVALUATION OF NATIONAL POST-LITERACY READING AND LEARNING STRATEGIES IN MUCH THE SAME ROLES AS - AND WITH SIMILAR ACTIVITIES TO - THOSE OUTLINED ABOVE FOR THE ACHIEVEMENT OF BASIC LITERACY. WITHOUT SUCH STRATEGIES, EXPERIENCE SHOWS, BASIC LITERACY CAN BE IMPERILLED.

TAKEN SINGLY AND TOGETHER, INTERESTED GROUPS CAN BE CAPILLARY SYSTEMS, FACILITATING THE CONTINUING AND LIVELY CREATION, ACQUISITION, DISSEMINATION, EXCHANGE AND USE OF THE WRITTEN WORD.

OBJECTIVE No. 2

INCREASING PUBLIC AWARENESS OF THE SCOPE,
NATURE AND IMPLICATIONS OF ILLITERACY
AS WELL AS THE MEANS AND CONDITIONS
FOR COMBATING IT

THE TEMPTATION TO DRAMATIZE AND SIMPLIFY IS UNDERSTANDABLE: "LITERACY" IS NOT AN EASY CLUSTER OF MESSAGES TO FORMULATE OR PUT ACCROSS. IT CAN EVEN SEEM, IN SOME MEDIA TREATMENT OF ILLITERACY, THAT ILLITERATES ARE SOMEHOW ILL, INHERENTLY UNCULTURED, IRREMEDIABLY MUTILATED. YET, ILLITERATES ARE HUMAN BEINGS, WHO NEED AND WANT TO LEARN - NOT "PRODUCTS" TO BE "MARKETED".



To compare it with another world social concern, which is being successfully brought to broad public attention, literacy work is infinitely more complex than the already difficult task of infant immunization against basic diseases. Literacy takes much longer, is much more difficult and expensive to impart/acquire - and it is far from irreversible, as the sometimes alarming rates of relapse into illiteracy among school leaders and other new literates show.

The problems - and the challenge - of increasing public awareness are thus enormous. How can they be faced; and by whom?

Most NGOs and groups interested by **ILY** stem from some social concern and commitment are rooted in and close to one or another group of citizens, and are free of overriding commercial preoccupations. As such, they are well suited to initiate and give impetus to balanced action for raising public awareness about a theme like literacy/illiteracy.

In this section, the **GUIDE** turns to four topics to which interested groups may want to devote thought, decision and action: THEMES for "LITERACY MESSAGES", FINDING the messages, LEGITIMIZING the messages, SPREADING the messages.

A. SOME POSSIBLE THEMES FOR LITERACY MESSAGES

Themes will vary in function of the king of readership, "listernership" and "viewership" (e.g. general public vs.

SPECIALIZED). THE NATURE OF THE MEDIUM OF TRANSMISSION (E.G. A NEWSPAPER, A POSTER, ETC.) WILL ALSO CONDITION CHOICE OF CONTENT. AND WHILE REPETITION IS REQUIRED TO ANCHOR CERTAIN MESSAGES IN THE PUBLIC MIND, TOO MUCH OF IT CAN TIRE AND EVEN ALIENATE. DIVERSITY WILL, THEN, BE A WATCH-WORD IN THEME SELECTION. THEMES CAN INCLUDE:

1. THE SITUATION AND TRENDS OF ILLITERACY AND LITERACY ARE AS GOOD A PLACE AS ANY TO START SINCE SURPRISINGLY FEW PEOPLE - EVEN AMONG DIRECTLY CONCERNED GROUPS, SUCH AS SCHOOL TEACHERS, OTHER EDUCATORS AND PARENTS - KNOW THE BASIC FACTS AND FIGURES FOR THEIR OWN COMMUNITY, COUNTRY OR REGION, LET ALONE THE WORLD.

2. HOW CERTAIN GROUPS ARE ESPECIALLY VULNERABLE: THE PARTICULAR PLIGHT OF - AND SPECIAL EFFORTS CARRIED OUT AMONG - SUCH GROUPS CAN BE EFFECTIVE FOCI, E.G.:

(A) THE GENERALLY HIGHER RATE OF ILLITERACY AMONG WOMEN - AND GENERALLY LOWER SCHOOL ATTENDANCE RATES AMONG GIRLS - AND THE EFFECTS ON FEMALES AS CITIZENS, PRODUCERS, MOTHERS, AND POTENTIAL PROMOTERS OF GRASS ROOTS DEVELOPMENT

(B) THE POOREST OF THE POOR: LANDLESS PEASANTS, MARGINAL CITY DWELLERS (IN INDUSTRIALIZED AS WELL AS DEVELOPING COUNTRIES)

(C) THE DISABLED: OFTEN-INGENIOUS PROGRAMMES TO HELP THEM BECOME AND STAY LITERATE.

3. ILLITERACY AND UNDERDEVELOPMENT: CORRELATIONS WITH ECONOMIC, SOCIAL AND CULTURAL DEPRIVATION AND EXCLUSION.

4. HUMAN INTEREST STORIES: FIRST PERSON ACCOUNTS/INTERVIEWS CONCERNING THE EXPERIENCES AND THOUGHTS OF INDIVIDUAL ILLITERATES, NEW LITERATES AND LITERACY WORKERS CAN BRING THE TOPIC "HOME" TO A GENERAL AUDIENCE WITH SPECIAL FORCE

5. HISTORICAL THEMES: THE ORIGINS AND SPREAD OF READING AND WRITING IN MANY CONTEXTS ARE OFTEN CLOSELY BOUND UP WITH CULTURAL, POLITICAL, RELIGIOUS AND TECHNOLOGICAL DEVELOPMENT, AND THUS CLOSE TO THE HEART OF INDIVIDUAL AND COLLECTIVE IDENTITY. WELL PRESENTED, HISTORICAL THEMES CAN BE FASCINATING

6. LOOKING AHEAD: WHAT ARE - AND WHAT LIKELY TO BE - THE IMPACTS OF VOICE-ACTIVATED COMPUTERS AND ROBOTS? OF CASSETTE RECORDINGS OF BOOKS? OF DESKTOP PRINTING? THE "FUTURES OF LITERACY AND THE LITERACIES OF THE FUTURE" (AS ONE WRITER HAS PUT IT) CAN MAKE FOR INTRIGUING SPECULATION.

7. SPECIAL THEMES FOR SPECIAL AUDIENCES: NURSES, TRADE UNIONISTS, LAWYERS, SHOPKEEPERS, DRESSMAKERS, BLACKSMITHS, ETC. - THE LIST OF OCCUPATIONS THAT DEPEND IN SOME WAY ON THE WRITTEN WORD AND NUMERACY, AND HAVE IN MANY CASES ACCESS TO TRADE MEDIA, IS ALMOST ENDLESS. PROFESSIONALLY PINPOINTED ARTICLES AND BROADCASTS CAN HAVE SPECIAL IMPACT. (AN AFRICAN TAILOR RECENTLY SPELL-BOUND PREVIOUSLY UNINTERESTED COLLEAGUES WHEN HE EXPLAINED THAT SINCE LEARNING TO CALCULATE MEASUREMENTS IN WRITING HIS DISSATISFIED CLIENTS HAD SHARPLY DECREASED IN NUMBER AND ANNOYANCE).

B. FINDING THE MESSAGES

AN UNSUSPECTED WEALTH OF NEWSWORTHY LITERACY-RELATED STORIES AND MATERIAL MAY BE AVAILABLE FOR THE LOOKING AND CULLING WITHIN OR AT THE DOORSTEP OF MANY NGOs AND OTHER INTERESTED GROUPS. OFTEN, HOWEVER, SYSTEMATIC PROSPECTION IS NECESSARY. UNESCO'S EXEPERIENCE WITH THE ANNUAL INTERNATIONAL LITERACY PRIZES IT ADMINISTERS SUGGESTS THAT EMULATIONS AND AWARDS ARE A GOOD WAY OF TURNING UP INTERESTING SUBJECT MATTER - WHILE MAKING NEWS THEMSELVES:

1. ALREADY-EXISTING AWARDS AND DECORATIONS COULD BE ORIENTED TOWARD LITERACY WORK FOR ILY, WHILE ALSO ON THE OCCASION OF THE YEAR NEW PRIZES AND CONTESTS COULD BE CREATED (ONCEONLY, OR ON A LONGERTERM, PERIODIC BASIS)

2. EMULATIONS CAN TAKE PLACE AT DIFFERENT LEVELS (A SCHOOL OR CLUB, A CITY, A PROVINCE, A COUNTRY, THROUGHOUT A NATIONAL OR INTERNATIONAL NGO, OR A GROUP OF SUCH NGOs...) AND CAN BE OPEN THE VARIOUS CATEGORIES (E.G. PROFESSIONALS AND/OR AMATEURS, TEACHERS AND/OR STUDENTS AND/OR PARENTS, INDIVIDUALS AND/OR GROUPS...)

3. AWARDS CAN RECOMPENSE ONE, SEVERAL OR MANY KINDS OF MERITORIOUS ENDEAVOUR:

(A) LITERACY INSTRUCTION ITSELF: E.G. THE BEST TRAINER(S) OF INSTRUCTORS, THE BEST INSTRUCTOR(S), THE MOST EFFECTIVE DIDACTIC MATERIAL, THE MOST UNSTINTING SUPPORT ACTIVITY (E.G. DAY CARE FOR CHILDREN OF MOTHER LEARNERS), THE BEST METHODOLOGICAL INNOVATIONS IN SCHOOL AND OUT-OF-SCHOOL SETTINGS.

(B) LEARNERS' ACHIEVEMENTS: E.G; PERFORMANCE IN READING/WRITING/SPEAKING/LISTENING/DISCUSSING, RESULTS OF COURSE-RELATED ACTIVITY (ANIMAL HUSBANDRY AND VEGETABLE GARDENING, THEATRE TROUPE OR OTHER CULTURAL EXPRESSION, SPORTS TEAM), POSTLITERACY (A SELF-MANAGED LOCAL LIBRARY, A VILLAGE NEWSPAPER)

(C) WORK ABOUT - AND TO PROMOTE - LITERACY: E.G. RESEARCH (A THESIS, BOOK, ARTICLE OR SEMINAR), MEDIA (A FESTIVAL OF FILMS AND TV PROGRAMMES COULD BE ONE RESULT); A RADIO BROADCAST, AN ARTICLE (IN THE GENERAL OR SPECIALIZED PRESS); SONGS (A RECORD OF LITERACY CAMPAIGN SONGS COULD BE MADE AND SOLD), POSTERS AND/OR PHOTOGRAPHS (THE WINNING POSTER COULD BE PRINTED AND DISTRIBUTED); TRAVELLING EXHIBITS OF THE BEST ENTRIES COULD BE MADE.

4. EMULATIONS NEED NOT BE COSTLY (AWARDS COULD BE HONORIFIC OR SOMEWHAT SYMBOLIC - IN MANY COUNTRIES THE EQUIVALENT OF $ 100 IS A TEACHER'S MONTHLY SALARY) AND SUCH EXPENSES AS ARE INCURRED COULD BE PAID FOR UNDER A SPONSORSHIP ARRANGEMENT BY ONE OR A COALITION OF INTERNATIONAL NGOs AND OTHER INTERESTED GROUPS (FOUNDATIONS, PUBLISHERS CONSORTIA, ETC.)

C. LEGITIMIZING THE MESSAGES

AS MENTIONED ABOVE, LITERACY/ILLITERACY THEMES ARE NOT GENERALLY CONSIDERED "HOT NEWS". NO MATTER ATTRACTIVELY PRODUCED, A FEATURE ARTICLE OR TV DOCUMENTARY MAY NEED A SPECIAL "EXTRA SOMETHING" TO GET IT ON PAGE ONE OR PRIME BROADCAST TIME.

SUCH AN ADDED, LEGITIMIZING DIMENSION CAN BE BROUGHT TO INFORMATION AND AWARENESS ACTIVITIES - AND OTHER ACTIONS CARRIED OUT IN CONNEXION WITH ILY - BY THE CREATION OF ONE OR MORE PRO-ILY GROUP(S) OF PROMINENT PUBLIC FIGURES (ARTISTS, WRITERS, MEDIA PERSONALITIES, SPORTS-MEN AND WOMEN, ETC.).

ACTING AS "HONORARY SPONSORSHIP GROUPS', "WISEMENS COMMITTEES", "TEAMS OF LITERARY AMBASSADORS" (OTHER NAMES WOULD SURELY BE MORE APPROPRIATE, DEPENDING ON THE CONTEXTS AND MEMBERSHIP), SUCH COMMITTEES COULD BE SET UP BY ONE - OR A NUMBER OF NATIONAL AND/OR INTERNATIONAL NGOs AND OTHER INTERESTED GROUPS.

SUCH COMMITTEES OF PERSONALITIES WOULD BE MADE UP NOT OF FRIVOLOUS CELEBRITIES CHOSEN WITH THE SOLE AIM OF ATTRACTING ATTENTION TO **ILY**, BUT OF CAREFULLY SELECTED, LEADING PUBLIC FIGURES WHOSE DIVERSE WALKS OF LIFE MAY NOT NECESSARILY BE DIRECTLY LINKED TO EDUCATION AND LITERACY, BUT WHO HAVE DEMONSTRATED - AND ARE KNOWN FOR GENUINE SOCIAL CONCERN.

D. SPREADING THE MESSAGES

PERHAPS THE FIRST THING TO DO, HERE, IS TO IDENTIFY THE AUDIENCE(S) FOR WHOM THE MESSAGES ARE INTENDED. FOR PURPOSES OF DISSEMINATING INFORMATION AND INCREASING AWARENESS ABOUT ILLITERACY/LITERACY, NGOs AND OTHER INTERESTED BODIES CAN PERHAPS BEST VIEW THEMSELVES AS WORKING OUTWARDS FROM THE CENTRE OF A SERIES OF CONCENTRIC CIRCLES.

THE FIRST CIRCLE IS COMPOSED OF THE MOST DYNAMIC MEMBERS OF THE INTERESTED GROUPS THEMSELVES - OFFICE BEARERS, STAFF, ACTIVISTS, ETC. THE SECOND INCLUDES MORE PASSIVE - BUT STILL DUES-PAYING OR CARD-CARRYING - MEMBERSHIP. THEN COME CIRCLES COMPRISED OF ACTUAL AND POTENTIAL SYMPATHISERS (ACCORDING TO THE INDIVIDUAL NGO'S OR GROUP'S FOCUS AND OUTREACH: LEGISLATORS, ACADEMICS, ADMINISTRATORS, PARENTS, CHILDREN, HOUSEWIVES, JOURNALISTS, ETC.). OTHER CIRCLES EXTEND TOWARD A FINAL PERIPHERAL BUT VAST, AND ALL-IMPORTANT IF UNDIFFERENTIATED CATEGORY: THE "GENERAL PUBLIC", ILLITERATE AS WELL AS LITERATE IN MANY CASES.

ACTIVITIES FOR SPREADING LITERACY MESSAGES CAN USEFULLY TAKE INTO ACCOUNT THE DIFFERENT "DISTANCES" OF AUDIENCES FROM THE ORGANIZATIONAL "CENTRE". WITH THE EXCEPTION OF THE FIRST, THE ACTIVITIES SUGGESTED NOW MAY BE ADAPTED AND MODIFIED (AND SURELY IMPROVED UPON) TO SUIT SEVERAL OR ALL OF THE CONCENTRIC CIRCLES OF POSSIBLE AUDIENCES.

1. BEGIN "AT HOME": THROUGH BULLETINS, BROADSHEETS, BROADCASTS, WEEKEND RETREATS, RALLIES, ETC. INTERESTED GROUPS SHOULD PROBABLY START BY INFORMING THEIR OWN LEADERSHIP, STAFF AND ACTIVISTS.

THEREAFTER, IN NO SPECIAL ORDER:

2. ALERT THE MEDIA

(A) CAMPAIGN TO ENCOURAGE MEMBERS TO FILL LETTERS TO THE EDITOR COLUMNS AND RADIO LISTENER AND TV-VIEWER RIGTH-OFREPLY TIME WITH FACTS, FIGURES, ANECDOTES (DON'T FORGET HUMOUR) AND OTHER INFORMATION

(B) SET UP, PERHAPS PREFERABLY AS INTER-GROUP PROJECTS, LOCAL NATIONAL AND/OR REGIONAL ILY NEWS SERVICES TO SUPPLY MEDIA WITH REGULAR RELEASES (ONCE-A-WEEK, ONCE-A-MONTH...) ON THE WORK OF GROUPS INVOLVED AND ON MORE GENERAL LITERACY TOPICS (PROFESSIONAL ASSOCIATIONS OF JOURNALISTS AND PUBLICISTS COULD BE APPROACHED TO ASSIST VOLUNTARILY WITH PREPARING SUCH RELEASES)

(C) HOLD TEACH-INS FOR (WILLING) PUBLISHERS, BROADCAST OFFICIALS, EDITORS, JOURNALISTS

3. APPROACH THE EDUCATION SYSTEM (ADMINISTRATORS, TEACHERS, PARENTS, PUPILS/STUDENTS) IN ORDER TO:

(A) INCLUDE LITERACY-RELATED TOPICS IN THE SCHOOL AND UNIVERSITY CURRICULUM (THEY LEND THEMSELVES TO COURSES ON CIVICS, HISTORY, GEOGRAPHY, MATHEMATICS, LANGUAGE, FOREIGN CIVILIZATIONS - UNESCO ASSOCIATED SCHOOLS HAVE DEMONSTRATED THIS) AND EXTRACURRICULAR CLUBS, CIRCLES AND OTHER ACTIVITIES OF VARIOUS KINDS.

(B) FOCUS - PERHAPS MAINLY BEFORE, BUT ALSO DURING ILY ON SEMINAL PRESERVICE AND IN-SERVICE TEACHER TRAINING

(C) OFFER TO PREPARE AND DISSEMINATE APPROPRIATE DIDACTIC DOCUMENTATION FOR TEACHERS AND LEARNERS, AND OTHER AIDS FOR CLASSROOM AND OUT-OFSCHOOL EDUCATIONAL USE (INCLUDING SPEAKERS AND AUDIOVISUAL AS WELL AS WRITTEN DOCUMENTATION)

(D) ATTEMPT TO ENSURE - AND MAKE KNOWN - THAT LITERACYRELATED TOPICS WILL OR MAY BE INCLUDED, DURING ILY, ON CERTAIN SCHOOL AND UNIVERSITY EXAMINATIONS.

4. RECORD, RECALL AND EXPLAIN THE PROBLEMS, PROGRESS AND PROMISE OF LITERACY (LOCAL TO WORLDWIDE) THROUGH SUCH MEANS AS:

(A) STABLE AND TRAVELLING EXHIBITIONS

(B) ONE-DAY OR WEEKEND "LITERACY FAIRS"

(C) "OPEN DOOR" DAYS OR EVENINGS AT LITERACY CENTRES, TEACHERS UNIONS, PARENTS ASSOCIATIONS, STUDENT GROUPS, LIBRARIES, POST-LITERACY NEWSPAPERS, PUBLISHING HOUSES, CORRESPONDENCE AND OTHER DISTANCE-LEARNING INSTITUTIONS, ETC.

(E) ENCOURAGING POSTAL AUTHORITIES TO ISSUE ILY POSTAGE STAMPS.

5. BRING ILLITERACY/LITERACY TO THE PERSON-IN-THE-STREET:
CONSUMERS BODIES AND FEDERATIONS OF PRODUCERS/MANAGERS/ENTREPRENEURS COULD JOIN WITH OTHER INTERESTED GROUPS, INTER ALIA, TO:

(A) PUT ILY LOGOS, SLOGANS AND/OR OTHER STRIKING MESSAGES ON:

- THE LABELS OF SUCH COMMON HOUSEHOLD ITEMS AS MATCHBOXES, SOAP, SOFT DRINKS, AND BREAD AND FRUIT WRAPPERS, ETC.

- TEE-SHIRTS AND OTHER WEARING APPAREL

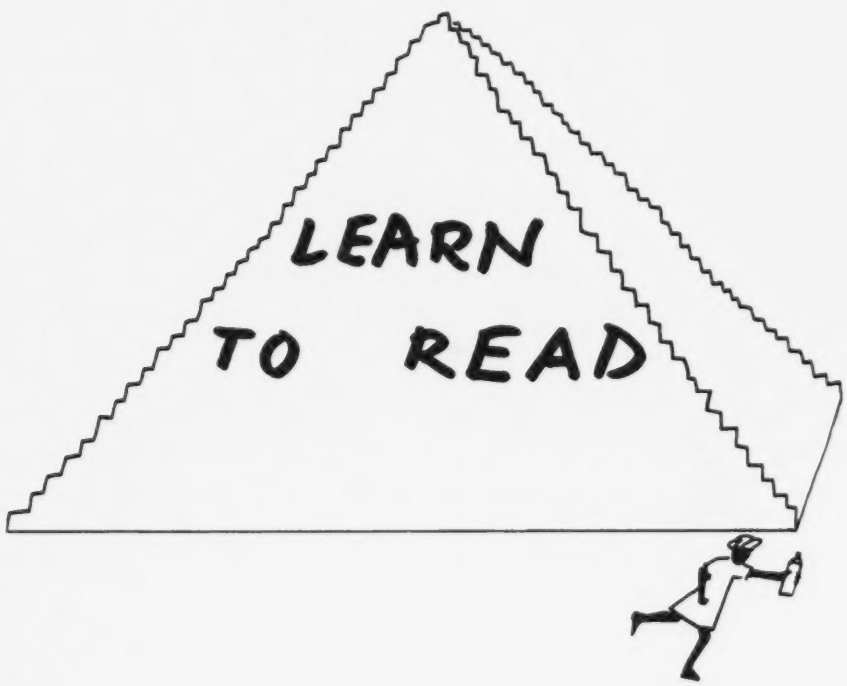
(B) TAKE FULL ADVANTAGE OF THE PROVISION MADE IN CERTAIN COUNTRIES TO OFFER FREE ADVERTISING IN THE MEDIA, ON BILLBOARDS, ON PUBLIC TRANSPORT TIMETABLES AND TOWELS, ETC. TO NONPROFIT ORGANIZATIONS (AGAIN, JOINT INTER-GROUP APPROACHES MIGHT PROVE PARTICULARLY PERSUASIVE)

6. PUT IMAGINATION IN THE DRIVER'S SEAT: AMONG MANY, MANY OTHER ORIGINAL ACTIVITIES THAT HAVE BEEN USED SUCCESSFULLY TO PLACE LITERACY WORK IN THE PUBLIC EYE (INFORMING LITERATES, ENCOURAGING ILLITERATES TO LEARN) ARE:

(A) FOLK AND STREET THEATRE (SOMETIMES PLAYLETS WRITTEN AND PRODUCED BY LITERACY CLASSES)

(B) PUPPET SHOWS

(C) COLLECTIVE PAINTING OF GIANT MURALS (TEMPORARY OR PERMANENT) ON FENCES, PUBLIC BUILDINGS AND OTHER APPROPRIATE - AND DULY AUTHORIZED! - SURFACES.



OBJECTIVE No. 3

INCREASING POPULAR PARTICIPATION
WITHIN AND AMONG COUNTRIES
IN EFFORTS TO COMBAT ILLITERACY,
PARTICULARLY THROUGH ACTIVITIES OF GOVERNMENTAL
AND NON-GOVERNMENTAL ORGANIZATIONS,
VOLUNTARY ASSOCIATIONS AND COMMUNITY GROUPS

About 35 international NGOs take part regularly in Unesco's annual Collective Consultation of NGOs on Literacy. Figuring conservatively, it may be calculated that each of these INGOs has an average of one affiliate in 60 countries, of which a further average of onethird (20 affiliates per INGO) are now active in some way with literacy work.

Outside and in addition to - but overlapping with - government structures, there probably exists, then, a potential group for ILY of some 700 national NGOs, to which may be added a further three-hundred-or-so other interested groups at the national, provincial or local levels (Associated Schools, foundations, cultural centres of various kinds - affiliated or not with Unesco). Thus the <u>already existing core network for promoting popular participation in literacy work at the national and sub-national levels is perhaps on the order of 1000 bodies</u> of different kinds, sizes and degrees of influence. That, at least, is a beginning.

HOW INGOs CAN ACTIVATE MORE OF THEIR AFFILIATES ON THE OCCASION OF **ILY** - AND HOW MORE INGOs MAY BE BROUGHT INTO PLAY - ARE TOPICS COVERED BELOW UNDER OBJECTIVE N° 5. HERE, HOWEVER, AN IMPORTANT FIRST SERIES OF ACTIVITIES USERS OF THIS **GUIDE** COULD CONSIDER WOULD STRIVE TO:

A. IDENTIFY AND ACTIVATE NEW ORGANIZATIONAL PARTNERS

LITERACY DOES NOT COME ABOUT IN A GIVEN SOCIETY SIMPLY AS THE RESULT OF A DECISION MADE BY THE CHIEF OF STATE, THE PRIME MINISTER, OR MINISTER OF EDUCATION, INDISPENSIBLE THOUGH SUCH A DECISION IS. POLITICAL WILL, IN OTHER WORDS, IS FAR FROM SOLELY THE RESPONSIBILITY OF GOVERNMENTS. MANY EXAMPLES SHOW THAT THE MAJOR PROGRESS IN LITERACY REQUIRES THE ACTIVE INVOLVEMENT OF VIRTUALLY ALL STRUCTURED EXPRESSIONS OF SOCIAL FORCES AND HUMAN ENDEAVOUR.

TO ACHIEVE SUCH AMBITIOUSLY BROAD POPULAR MOBILIZATION, NGOs AND OTHER INTERESTED GROUPS NEED (SO TO SPEAK) TO PUT ON A "NEW PAIR OF EYEGLASSES", AND "LOOK AT" THE SURROUNDING ORGANIZATIONAL LANDSCAPE AFRESH WITH A VIEW TO IDENTIFYING AND ACTIVATING NEW **ILY** PARTNERS -ESPECIALLY AMONG STRUCTURES WHOSE INTEREST IN PROVISION OF LITERACY IS ANYTHING BUT AN OBVIOUS FOREGONE CONCLUSION, WHOSE INTEREST NEEDS IN ANY EVENT TO BE REVEALED AND CATALYZED, BROUGHT FROM A LATENT TO AN ACTIVE STATE.

CATEGORIES OF POTENTIAL NEW PARTENERS INCLUDE:

1. EMPLOYERS, ENTREPRENEURS, THE BUSINESS COMMUNITY: TO BE SURE, AN ENTERPRISE IS NOT TO BE CONFUSED WITH A SCHOOL OR OTHER

EDUCATIONAL ESTABLISMENT - IT EXISTS TO PRODUCE, NOT TEACH. YET, IN MARKETORIENTED AS WELL AS CENTRALLY PLANNED ECONOMIES, ENTREPRENEURS CAN COME TO REALIZE THAT BETTER BUSINESS OFTEN REQUIRES MORE LEARNING. AN ILLITERATE OR SEMILITERATE WORKFORCE TENDS TO BE LESS PRODUCTIVE, AND LESS AWARE OF AND ATTACHED TO SUCH NORMS AS SECURITY REGULATIONS, FOR EXAMPLE. IN SOME CASES, LITERACY COURSES HAVE BEEN ORGANIZED WITHIN ENTERPRISES; FACTORIES HAVE BECOME CLASSROOMS.

2. PUBLISHERS OF BOOKS, PERIODICALS AND OTHER COMMERCIAL PRINTED MATTER CAN READILY - BUT DO NOT ALWAYS - SEE THEIR ENLIGHTENED SELF-INTEREST IN MAKING AND KEEPING A NATION LITERATE. WHERE SUCCESSFUL MASS LITERACY CAMPAIGNS TAKE PLACE, DEMAND FOR THE WRITTEN WORD OFTEN FAR OUTSTRIPS SUPPLY.

3. BASIC PUBLIC SERVICES: AT POST OFFICES, TELEPHONE/GAS/ELECTRICITY ENTERPRISES, LAW COURTS, BANKS SOCIAL SECURITY OFFICES AND HOSPITALS AROUND THE WORLD, HOW MUCH TIME IS LOST EACH DAY BECAUSE (A) CLIENTS HAVE INSUFFICIENT LITERACY SKILLS, OR (B) INESCAPABLE PAPERWORK IS COUCHED IN JARGON EVEN LITERATE LAYMEN CANNOT COMPREHEND, OR (C) AT LEAST A BIT OF BOTH? IN ADDITION TO LOST TIME (AND THEREFORE LOST MONEY) MISADVENTURES WITH ADMINISTRATIVE PAPERWORK CAN RESULT IN INJUSTICE (AT THE LAW COURT) OR BODILY HARM (AT THE HOSPITAL).

4. ACADEMIA: ALMOST EVERYWHERE, THE "IVORY TOWER" CONCEPT OF SCHOOLING AND UNIVERSITY EDUCATION IS GIVING WAY TO MORE SOCIALLY SENSITIVE APPROACHES, IN THEORY AT LEAST. WHAT OFTEN LACK ARE THE PRACTICAL LINKS BETWEEN CLASSROOM AND CAMPUS, ON THE ONE HAND, AND STREETS, SLUMS AND OUT-OF-THE-WAY VILLAGES, ON THE OTHER. LITERACY IS PERHAPS A PARTICULARLY APPROPRIATE THEME FOR RAPPROCHMENT; ALLIANCES OF STUDENT ORGANIZATIONS, TEACHERS UNIONS AND PROFESSIONAL ACADEMICS GROUPS AS WELL AS SCHOOL AND UNIVERSITY ADMINISTRATIONS CAN BE THE BRIDGEBUILDERS.

5. THE EXCLUDED: LANDLESS PEASANTS, THE POOREST OF THE POOR, THE IMPRISONED, ABUSED WOMEN, LONG-TERM UNEMPLOYED, CERTAIN INDIGENOUS PEOPLES, ETC. THESE GROUPS AND OTHERS LIKE THEM TEND TO BE IN A DOUBLE BIND: THEY BECOME AND/OR REMAIN EXCLUDED LARGELY BECAUSE THEY ARE ILL-ORGANIZED (AND THEY ARE ILLORGANIZED OFTEN BECAUSE THEY ARE INSUFFICIENTLY LITERATE) ; BUT THEY OFTEN TEND TO BE ILL-ORGANIZED (AND ILLITERATE) PRECISELY BECAUSE THEY BECOME AND/OR REMAIN EXCLUDED. TO HELP BREAK THIS VICIOUS CIRCLE, ILY OFFERS AN OCCASION ON WHICH NEW ALLIANCES CAN BE FORMED. IT IS SOBERING TO NOTE, HOWEVER, THAT NGOs AND OTHER INTERESTED GROUPS MAY AT LEAST OCCASIONALLY BE VIEWED BY THE EXCLUDED AS PART OF THE VERY STRUCTURES THAT HAVE EXCLUDED THEM. HOW CAN THIS PERCEPTION BE CHANGED IN PREPARATION FOR AND DURING THE OBSERVANCE OF ILY?

B. SOME POSSIBLE ACTIVITIES

MANY IF NOT ALL OF THE ACTIVITIES OUTLINED UNDER THE PREVIOUS OBJECTIVE OF **ILY** (INCREASING PUBLIC AWARENESS) COULD BE ADAPTED WITH LITTLE DIFFICULTY TO THE PURPOSE OF INCREASING POPULAR PARTICIPATION, WHITHIN AND AMONG COUNTRIES, IN EFFORTS TO COMBAT ILLITERACY.

THE FOLLOWING ADDITIONAL ACTIVITIES ARE SUGGESTED BOTH FOR ENHANCING THE INVOLVEMENT OF ALREADY EXISTING MEMBERSHIPS OF NGOs AND OTHER INTERESTED GROUPS AND, MORE PARTICULARLY, AS WAYS OF ATTRACTING EVER-BROADER CIRCLES OF NEW PARTNERS, BOTH ORGANIZATIONAL AND INDIVIDUAL.

1. TWINNING: FAIRLY WIDESPREAD BETWEEN CERTAIN COUNTRIES, TOWN TWINNING OFFERS AN EXCELLENT FRAMEWORK FOR EXCHANGES AND "PEOPLE-TO-PEOPLE" COOPERATION IN THE FIELD OF LITERACY. OTHER FORMS OF TWINNING HAVE ALSO BEEN TRIED OR SUGGESTED:

(B) EDUCATIONAL INSTITUTIONS

- AN INDIVIDUAL SCHOOL IN A DEVELOPING COUNTRY COULD BE TWINNED **(A)** WITH A SCHOOL IN ANOTHER DEVELOPING COUNTRY AND/OR **(B)** WITH ONE IN AN INDUSTRIALIZED COUNTRY; BEFORE AND DURING **ILY**, AT LEAST, SUCH SCHOOL TWINNING COULD FOCUS ON LITERACY-RELATED ACTIVITIES.

- TEACHER TRAINING INSTITUTIONS, AND FACULTIES OF EDUCATION AND RESEARCH CENTRES, COULD BE PARTICULARLY SUITED TO BI- OR MULTI-LATERAL TWINNING GIVEN THEIR LINGUISTIC CAPACITIES AND THEIR POTENTIAL FOR MULTIPLICATION/DISSEMINATION OF THE BENEFITS DERIVED.

(B) PROFESSIONAL ASSOCIATIONS: LOCAL AND NATIONAL CHAPTERS OF TEACHERS MOVEMENTS, PUBLISHERS BODIES, LIBRARIANS ASSOCIATIONS, AND ORGANIZATIONS OF READING SPECIALISTS HAVE ALREADY COOPERATED ON A ONE-TO-ONE BASIS WITH LIKE CHAPTERS IN DIFFERENT COUNTRIES. ILY COULD BE AN OCCASION TO (A) SYSTEMATIZE SUCH TWINNINGS AND (B) FOCUS THEM ON LITERACY.

(C) MORE BROADLY-BASED ORGANISATIONS - TRADE UNIONS, ORGANIZATIONS OF YOUTH AND WOMEN, FOR EXAMPLE - COULD ALSO CONSIDER STARTING OR GENERALIZING LITERACY-CENTRED TWINNING.

(D) NATIONAL AS WELL AS INTERNATIONAL TWINNING ARRANGEMENTS MAY, WHEN WELL STRUCTURED, ENABLE VITAL LINKS TO BE FORGED IN AID OF LITERACY BETWEEN TOWN AND COUNTRY (EACH CLASS OF SECONDARY SCHOOL COULD JOIN FORCES WITH A DIFFERENT VILLAGE, LITERACY CENTRE OR LIBRARY), BETWEEN DIFFERENT REGIONS LARGE AND/OR GEOGRAPHICALLY DIVERSE COUNTRIES (A WOMEN'S CLUB IN A VERDANT AGRICULTURAL AREA WITH ONE IN A DEFORESTED MOUNTAIN SETTING), AND BETWEEN VARIOUS WALKS OF LIFE (THE STAFF OF A RADIO STATION WITH THE CREW OF A FISHING BOAT).

2. MOBILIZING HUMAN RESOURCES: STUDY-SERVICE SCHEMES, YOUTH EMPLOYMENT PROJECTS, COMMUNITY SERVICE PROGRAMMES, NATIONAL SERVICE SCHEMES (SOMETIMES RELATED TO MILITARY DUTY), MASS CAMPAIGNS AND OTHER EXPERIENCES HAVE SHOWN THAT EVEN POOR COUNTRIES MAY HAVE MORE MAN AND WOMANPOWER THAN THEY REALIZE FOR FULL-OR PART-TIME

VOLUNTARY LITERACY TEACHING AND LOGISTIC/SUPPORT TASKS. NGOs AND OTHER INTERESTED GROUPS HAVE OFTEN BEEN INSTRUMENTAL IN HELPING GOVERNMENTS TO LAUNCH AND CARRY OUT BROAD MOBILIZATION FROM SOMETIMES UNUSUAL OR UNEXPECTED SOURCES. AMONG TECHNIQUES THAT HAVE BEEN SUCCESSFULLY TRIED ARE:

(A) TALENT SEARCH

- SYSTEMATIC PROSPECTION, FIRST AMONG MEMBERS OF NGOs AND OTHER INTERESTED GROUPS BUT ALSO THROUGHOUT OTHER CATEGORIES OF PEOPLE WORKING WITHIN ORGANIZED STRUCTURES, CAN YIELD SOMETIMES SURPRISING RESULTS IN TERMS OF VOLUNTEER POTENTIAL (E.G. AMONG RETIRED MEN AND WOMEN)

- LESS SYSTEMATIC MEANS - SUCH AS A WIDELY PUBLICIZED LITERACY "HOT-LINE" TELEPHONE WHICH INDIVIDUALS AND GROUPS WISHING TO VOLUNTEER THEIR SERVICES CAN CALL HAVE ALSO BEEN VERY SUCCESSFUL

- "TALENT BANKS" FOR MATCHING SUPPLY AND DEMAND OF DIFFERENT VOLUNTEER SKILLS REQUIRED FOR LITERACY WORK CAN ALSO BE SET UP AS JOINT INITIATIVES BY INTERESTED GROUPS (LOCALLY, NATIONALLY). THEY CAN BE RUN FAIRLY CHEAPLY - PARTICULARLY IF MANNED BY ... VOLUNTEERS!

(B) TARGET SETTING: A GIVEN ASSOCIATION OR CLUB (OR GROUP OF SUCH BODIES) MIGHT AIM TO MOBILIZE E.G. 20 % OF ITS MEMBERS FOR

FIVE HOURS OF VOLUNTEER LITERACY WORK A WEEK DURING 30 WEEKS OF 1LY. INTERESTED GROUPS CAN ALSO LOBBY SO THAT TARGETS BE SET FOR THE MOBILIZATION OF REALISTIC PERCENTAGES OF OTHER KNOWN POOLS OF POTENTIALLY MOBILIZABLE MANPOWER: E.G. TEACHER TRAINING COLLEGE STUDENT BODIES, POST OFFICE WORKERS, RETIRED SCHOOL TEACHERS.

(C) TRAINING AND SUPERVISION: GENERALLY, THESE INDISPENSIBLE SERVICES MUST BE PROVIDED BY PROFESSIONNALLY COMPETENT AND EXPERIENCED PERSONS THE MORE SO SINCE MANY VOLUNTEERS WILL NOT BE PROFESSIONALS IN LITERACY INSTRUCTION AND ALL IMPORTANT BACK-UP SKILLS (STATISTICS, TRANSPORT MANAGEMENT, TESTING, MANNING NEIGHBOURHOOD READING ROOMS, ETC.).

TRAINING AND SUPERVISION WILL, THEN, OFTEN BE REQUIRED FROM GOVERNMENT; BUT EVEN HERE NGOs AND OTHER INTERESTED GROUPS CAN ASSIST SINCE THE REQUIRED PROFESSIONALS MAY OFTEN BE AMONG THEIR MEMBERS.

(D) PROVISION OF INCENTIVES: ALTRUISM MAY NEED TO BE ASSISTED FROM TIME TO TIME AND IN A VARIETY OF NONMONETARY WAYS. IN ADDITION TO THE EMULATIONS ALREADY MENTIONED ABOVE, INCENTIVES CAN INCLUDE:

- REGULAR MEDIA EXPOSURE TO HELP GIVE VOLUNTEERING THE POSITIVE IMAGE IT DESERVES

- A "TIME MATCHING" SYSTEM UNDER WHICH SALARIED WORKERS IN THE PRIVATE AND PUBLIC SECTORS WOULD RECEIVE E.G. ONE PAID HOUR A WEEK OFF THE JOB TO TAKE PART IN LITERACY WORK TO MATCH EACH HOUR OF FREE TIME THEY DEVOTED TO THE TASK.

- ARRANGEMENTS IN THE EDUCATION SYSTEM, SUCH AS: MAKING (TEACHER CERTIFICATION) AND/OR PROMOTION CONDITIONAL ON PROVIDING SUCCESSFUL LITERACY INSTRUCTION TO ONE, TWO OR MORE ILLITERATES; MAKING

LITERACY WORK OF SOME KIND AN OPTION OR REQUIREMENT FOR COURSE CREDIT, AND/OR FOR GRADUATION FROM SECONDARY SCHOOL, MATRICULATION TO AND (NORMAL OR HONOURS) GRADUATION FROM UNIVERSITY; INCLUDING ONE'S EXPERIENCE IN LITERACY WORK ON EXAMINATIONS AS AN OPTIONAL QUESTION FOR EXTRA CREDIT (THIS WAS SUGGESTED ABOVE BUT IN A DIFFERENT CONTEXT).

A WORD OF WARNING: SYSTEMATIZATION OF CERTAIN INCENTIVE MEASURES CAN LEAD TO ROUTINIZATION, AND EVEN DISINTEREST ON THE PART OF "MOBILIZABLE" INDIVIDUALS. THEY AND THEIR REPRESENTATIVES -PARTICULARLY DIFFERENT NGOs AND OTHER INTERESTED GROUPS- CAN HELP OVERCOME THIS PROBLEM BY TAKING THE ORIGINAL INITIATIVE FOR INCENTIVE MEASURES AND BY PARTICIPATING ON A CONTINUING BASIS IN MONITORING AND IMPROVING THE IMPLEMENTATION OF SUCH MEASURES.

3. FUND-RAISING: REACHING INTO ONE'S POCKET FOR A COIN OR A BANKNOTE CAN BE (BUT IS NOT ALWAYS!) BEHAVIOURAL PROOF THAT ONE IS HELPING ACHIEVE ILY OBJECTIVE N°3 BY JOINING "POPULAR PARTICIPATION, WITHIN AND BETWEEN COUNTRIES, TO COMBAT ILLITERACY". NGOs AND OTHER INTERESTED GROUPS HAVE OF LATE AMPLY DEMONSTRATED THEIR CAPACITY TO IMAGINE MANY WAYS OF MOVING MILLIONS OF HANDS TOWARD POCKETS FOR FAMINE RELIEF AND DEVELOPMENT WORK. THUS THE GUIDE NEED NOT DWELL ON HOW THESE TECHNIQUES COULD BE USED ON THE OCCASION OF ILY. AS AN APPETIZER, IT WILL MERELY LIST A FEW THAT HAVE BEEN TRIED OR SUGGESTED IN THE CONTEXT OF FUNDRAISING FOR LITERACY WORK.

(A) VOLUNTARY TAXATION:

- TRADE UNIONS CAN ENCOURAGE MEMBERS TO CONTRIBUTE ONE DAY'S OR ONE HOUR'S SALARY (POSSIBLY MATCHED BY EMPLOYER CONTRIBUTIONS)

- RELIGIOUS GROUPS CAN PROMOTE TITHING

- AT ONE SCHOOL, BOARDING STUDENTS HAVE FOREGONE PART OF A MEAL (JAM AT BREAKFAST) EACH DAY FOR A YEAR TO FUND LITERACY WORK

(B) SPONSORING

- SO MUCH FOR EACH KILOMETRE WALKED (E.G. IN A SPECIAL LITERACY MARCH) OR RUN (E.G. IN ONE THE GROWING NUMBER OF MARATHONS) HERE, TEESHIRTS WITH A LITERACY LOGO CAN BE HANDY IN MORE WAYS THAN ONE!

- "BOB-A-JOB DAYS", WHERE PUBLIC ADMINISTRATIONS, PRIVATE FIRMS AND EVEN INDIVIDUALS HIRE STUDENTS SPECIALLY RELEASED FROM SCHOOL TO DO A REAL DAY'S WORK - AND HAND OVER THE PROCEEDS: $ 150,000 WERE RAISED FOR LITERACY IN 24 HOURS UNDER ONE SUCH EFFORT

- ONE-TO-ONE LITERATE-TO-ILLITERATE SPONSORSHIP SCHEMES (MUCH THE SAME AS THE UNESCO COURIER "FRIENDSHIP SUBSCRIPTION" PROJECT UNDER WHICH SUSCRIBERS CAN TAKE OUT ONE OR MORE SUBSCRIPTIONS ADDITIONAL TO THEIR OWN IN THE NAME OF POTENTIAL BUT IMPECUNIOUS READERS)

(c) PUBLIC EVENT SURCHARGES CAN BE ENCOURAGED (IF NOT ALWAYS ORGANIZED) BY INTERESTED GROUPS:

- CLASSICAL, FOLK AND POP CONCERTS

- LOTTERIES AND BETTING (E.G. ON HORSE RACES)

- SPORTS MATCHES OF ALMOST ANY KIND

(D) WHEN DOES "DESESPERATE" = "HOPELESS"? LESS OFTEN THAN ONE MIGHT THINK: IN ONE OF THE WORLD'S POOREST CITIES A GROUP OF THE WORLD'S POOREST STUDENTS FUNDED A LITERACY PROJECT BY SELLING THEIR OWN BLOOD. (THE EXAMPLE IS NOT SUGGESTED FOR IMITATION - MERELY QUOTED TO SHOW THAT THERE IS ALMOST ALWAYS A WAY TO RAISE FUNDS).

(E) THE UNESCO CO-ACTION PROGRAMME AND UNESCO'S SPECIAL ACCOUNT FOR WORLD LITERACY CAN DIRECT CONTRIBUTIONS OF AS LITTLE AS FIVE DOLLARS TO CONCRETE LITERACY PROJECTS SUCH AS BICYCLES FOR RURAL LIBRARIANS, PENCILS AND NOTEBOOKS FOR LITERACY CLASSES, AND HAND TOOLS FOR POST-LITERACY VOCATIONAL COURSES (WITH NO RAKE-OFF FOR OVERHEAD).

4. ENHANCING THE LITERACY ENVIRONMENT:

MANY HITHERTO UNINTERESTED PEOPLE COULD BE STIMULATED TO CONTRIBUTE, THROUGH NGOS AND OTHER GROUPS, TO MAKING LITERACY MORE USEFUL AND PRESENT IN DAILY LIFE. IN NEWLY LITERATE TOWNS, STREET SIGNS CAN BE PREPARED AND PUT UP. IN ONE AFRICAN COUNTRY, THE RULES OF THE ROAD ARE STILL NOT AVAILABLE TO NOVICE DRIVERS IN THE NATIONAL LANGUAGE. THESE WOULD BE IDEAL TYPES OF PROJECT FOR VOLUNTEERS WHO MAY NOT REALIZE THEY HAVE A VALUABLE PERSONAL CONTRIBUTION TO MAKE TO LITERACY WORK.

OBJECTIVE No. 4

INCREASING COOPERATION AND SOLIDARITY
AMONG MEMBER STATES IN THE STRUGGLE
AGAINST ILLITERACY

AS UNDER OBJECTIVE N° 1, WORK IN THIS AREA WILL PROBABLY BE CHIEFLY A CONCERN OF GOVERNMENTS. THE FUNCTIONS OF NGOs AND OTHER INTERESTED GROUPS, NATIONALLY AND INTERNATIONALLY, WILL OFTEN BE TO SUGGEST NEW IDEAS, TO AID AND ABET, SOMETIMES TO REMIND - AND, OCCASIONALLY, TO GOAD.

FOUR LINES OF ACTION MAY BE CONSIDERED IN THIS CONTEXT.

A. THE SPIRIT

THE SHEER NEED FOR MEANS FOR LITERACY (PAPER, PENCILS, SKILLS, MONEY) - AND THE GLARING DISPARITIES IN THE NATIONAL AND INTERNATIONAL DISTRIBUTION OF SUCH MEANS - MAKE RESOURCE TRANSFER FROM THE MORE TO THE LESS PRIVILEGED A NATURAL AND CENTRAL CONCERN OF ILY.

A CHARITY BAZAR - CONSCIENCE MONEY GRUDGINGLY, PATERNALISTICALLY OR UNTHINKINGLY FORKED OVER TO "OUR POOR" - MUST BE AVOIDED, HOWEVER. AS HINTED IN THE PREVIOUS SECTION, THE COLLECTIVE REACHING OF HANDS-INTO-POCKETS IS NOT ENOUGH. HERE, NGOs AND OTHER INTERESTED GROUPS HAVE A SOMEWHAT INTANGIBLE, BUT NONETHELESS CRUCIAL WATCHDOG FUNCTION: REPRESENTING AGGREGATE CONCERNS AND MEMBERSHIPS ROOTED IN BOTH DEVELOPING AND INDUSTRIALIZED COUNTRIES, DONOR AND RECIPIENT COMMUNITIES, THEY CAN OPPOSE PATERNALISM AND BE SPOKESMEN FOR DIALOGUE AND SOLIDARITY.

B. TCDC

THE PRINCIPLE OF TECHNICAL COOPERATION AMONG DEVELOPING COUNTRIES IS NOW WIDELY PROCLAIMED. YET, LARGELY BECAUSE SOUTH-TO-SOUTH COMMUNICATION IS OFTEN SLOW, COMPLICATED AND COSTLY, IMPLEMENTATING OF THE PRINCIPLE HAS TENDED TO LAG SOMEWHAT BEHIND HOPES AND EXPECTATIONS.

ON THE OCCASION OF ILY, NGOs AND OTHER INTERESTED GROUPS COULD MAKE A SPECIAL EFFORT TO INVENT AND AT LEAST EXPERIMENT WITH PRACTICAL TECHNIQUES FOR ACCELARATING, SIMPLIFYING AND REDUCING THE COST OF LITERACY-RELATED TCDC. SOME POSSIBILITIES INCLUDE:

1. COOPERATIVE RESEARCH PROJECTS AND DISSEMINATION OF RESEARCH RESULTS

2. JOINT PUBLICATION OF E.G. READING MATERIAL FOR NEW LITERATES (PARTICULARLY IN SUB-REGIONS WITH LINGUISTIC AFFINITIES)

3. EXCHANGE OF "GUEST JOURNALIST" FEATURES BETWEEN PERIODICALS AND OTHER MEDIA

4. PROVISION OF RECIPROCAL HOSPITALITY (MEALS AND/OR LODGING) IN HOMES OF GROUP MEMBERS FOR SPECIALISTS AND OTHER PERSONS TAKING PART IN INDIVIDUAL OR TEAM EXCHANGES.

C. NORTH-SOUTH FLOWS

WITHOUT OVERSEAS ASSISTANCE, EVEN DEEPLY COMMITTED AND FULLY MOBILIZED DEVELOPING COUNTRIES CAN FIND IT DIFFICULT IF NOT IMPOSSIBLE TO MAKE HEADWAY AGAINST ILLITERACY. TO INCREASE FLOWS OF STATE-TO-STATE AND STATE-TO-NGO COOPERATION FOR LITERACY COULD BE A MAJOR ILY GOAL FOR MANY INTERESTED GROUPS IN DONOR COUNTRIES, AIDED BY COUNTERPARTS IN RECIPIENT COUNTRIES (E.G. PROVISION OF FIRSTHAND REPORTS ON USE MADE OF COOPERATION)

1. INFORMING AND AROUSING PUBLIC OPINION CAN BE CARRIED OUT THROUGH ALL THE WAYS SUGGESTED UNDER OBJECTIVE N°2 ABOVE, AND MANY OTHERS, FOR EXAMPLE:

(A) RECIPIENT COUNTRIES AND PROJECTS COULD BE PARTICULARLY EFFECTIVE THEMES FOR INFORMATION ACTIVITIES, WHICH COULD ALSO PRESENT THE REALITY OF OTHER DONOR-RECIPIENT RELATIONSHIPS AND THE ACTION OF THE U.N. SYSTEM

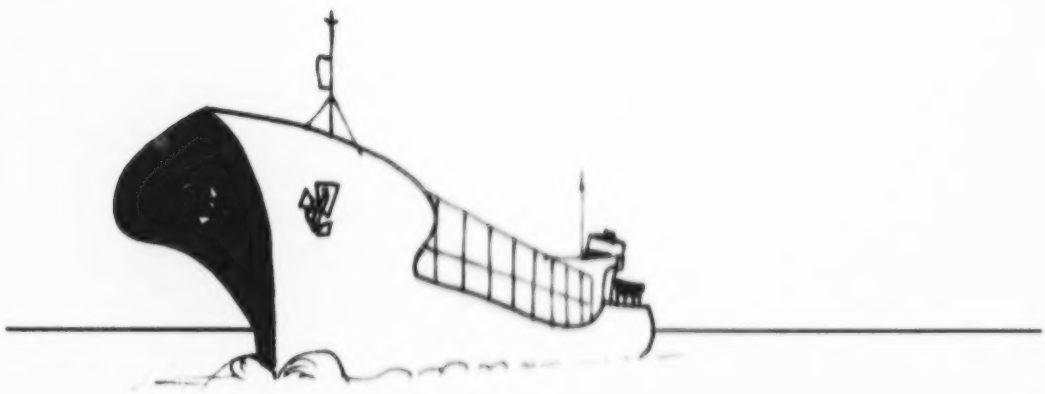
(B) TARGET-SETTING CAN BE ENVISAGED: IN DONOR-COUNTRY X, A SPECIAL TASK FORCE OF INTERESTED GROUPS COULD FOR EXAMPLE ATTEMPT TO ENSURE THAT DURING ILY 30 % OF ALL SECONDARY SCHOOL PUPILS (OR OF LOCAL CHAPTERS OF WOMEN'S ASSOCIATIONS, OR OF TRADE UNION ENTERPRISE BRANCHES) WOULD VISIT A TRAVELLING EXHIBITION ON THAT COUNTRY'S OVERSEAS COOPERATION FOR LITERACY

2. INFLUENCING DECISION-MAKERS: LOBBYING - AMOUNTING IN SOME CASES TO NATIONWIDE MASS CAMPAINGS - COULD BE ORGANIZED TO ENSURE THAT ALL LEGISLATORS RECEIVE TELEGRAMS, TELEPHONE CALLS AND LETTERS (A SPECIAL LITERACY POSTCARD COULD BE PRODUCED FOR THIS AND OTHER PURPOSES)

3. PROMOTING TRADE AS WELL AS AID FOR LITERACY E.G. BY MARKETING GOODS MADE IN POST-LITERACY WORKSHOPS. (SUCH PRODUCTS CAN ALSO BEAR EXPLANATORY LITERACY MESSAGES.)

D. COOPERATION IN KIND

IN THE LAST DECADE, SOME 130,000 USED BUT STILL SERVICEABLE HAND TOOLS HAVE BEEN DONATED BY HOUSEHOLDERS AND ENTERPRISES TO VOLUNTEER BODIES IN INDUSTRIALIZED COUNTRIES THAT HAVE REPAIRED AND DELIVERED THEM, FREE OF CHARGE, TO DEVELOPING COUNTRY PRODUCER-LEARNER GROUPS, OFTEN WORKING IN THE FRAMEWORK OF LITERACY OR POST-LITERACY ACTION. IT HAS BEEN ESTIMATED THAT A FURTHER 350 MILLION SUCH TOOLS ARE AVAILABLE FOR COLLECTION IN NORTHWESTERN EUROPE ALONE.



OTHER RESOURCES IN KIND THAT HAVE BEEN COLLECTED RECYCLED AND CONTRIBUTED BY NGOs AND OTHER GROUPS TO SCHOOLS, LITERACY COURSES AND OTHER BASIC EDUCATION ENDEAVOURS ARE MANUAL MIMEOGRAPH MACHINES, TREADLE SEWING MACHINES, BOOKS (CAREFULLY AND JOINTLY CHOSEN BY NORTHERN AND SOUTHERN PARTNERS) AND EYEGLASSES (IT IS GENERALLY DISCOVERED DURING LITERACY COURSES THAT 10 % OR MORE OF ADULT LEARNERS HAVE EYESIGHT DEFICIENCES SERIOUS ENOUGH TO INHIBIT READING AND WRITING).

TRANSFER OF RESOURCES IN KIND - WITH ITS STRESS ON VOLUNTARY PARTICIPATION IN COLLECTION AND REFURBISHING, ITS NEED TO REACH OUT TO NEIGHBOURHOODS AND HOMES, ITS POTENTIAL FOR LOCAL-TOLOCAL EXCHANGES BETWEEN DONOR AND RECIPIENT GROUPS, AND ITS RELATIVELY LOW CASH (AND HARD CURRENCY) COSTS - IS A WELL-SUITED MEANS FOR NGOs AND OTHER INTERESTED GROUPS TO DEMONSTRATE THEIR ATTACHMENT TO PRO-LITERACY INTERNATIONAL COOPERATION AND SOLIDARITY. FREE TRANSPORT CAN SOMETIMES BE OBTAINED FROM FREIGHT FIRMS; IN OTHER CASES IT MUST BE PAID FOR, HOWEVER.

OBJECTIVE No. 5

INCREASING COOPERATION WITHIN THE UN SYSTEM
AND, MORE GENERALLY, AMONG ALL INTER-GOVERNMENTAL
AND NON-GOVERNMENTAL ORGANIZATIONS
IN THE STRUGGLE AGAINST ILLITERACY

To undertake one, several or all of the activities suggested above and/or other **ILY** activities, NGOs and other interested groups will need to take certain organizational steps. Initiatives will be required, and cooperation will have to be enhanced, <u>both within</u> and <u>among interested groups</u>. Prosaic (or bureaucratic) though meetings, memos and other institutional measures may seem, they are probably a pre-condition for more enthralling activity and thus constitute an <u>agenda</u> of <u>immediate action</u> for interested readers of this **GUIDE.**

A. <u>WITHIN GROUPS</u>

International, regional, national and local NGOs and other interested groups could consider:

1. working out and adopting an <u>organization-wide ILY</u> action plan

2. DEVOTING MEETINGS OF THEIR GOVERNING ORGANS (EXECUTIVE COUNCILS, GENERAL ASSEMBLIES, ETC.) TO PLANNING AND MONITORING ILY ACTIVITIES, AS WELL AS TO SUBSTANTIVE PRESENTATION/DISCUSSION OF LITERACY RELATED ISSUES

3. CONSULTING AND INFORMING THEIR MEMBERS (ORGANIZATIONAL AND INDIVIDUAL) AND FRIENDS ABOUT ILY ACTIVITIES THROUGH THEIR NEWSLETTERS, BULLETINS, MAGAZINES, JOURNALS AND OTHER MEANS OF REGULAR OR OCCASIONAL INSTITUTIONAL COMMUNICATION

4. ISSUING AN ILY ACTION GUIDE IN LINE WITH THEIR ORGANIZATIONAL CONCERNS, TRADITIONS AND PRACTICES, PERHAPS EXCERPTING FROM OR OTHERWISE ADAPTING THIS GUIDE

5. DISTRIBUTING THIS GUIDE TO CERTAIN OR ALL OF THEIR AFFILIATES.

B. AMONG GROUPS

MANY ILY ACTIVITIES WILL REQUIRE TWO, SEVERAL OR MANY NGOs AND OTHER GROUPS TO WORK TOGETHER. TASK FORCES FOR AD HOC PROJECTS, ALLIANCES, COALITIONS, NETWORKS AND COORDINATING COMMITTEES HAVE BEEN SUGGESTED UNDER VARIOUS RUBRICS ABOVE, WITH VARYING DEGREES OF PERMANENCY AND CLOSENESS/FREQUENCY OF TIES. IN THIS REGARD, INTERESTED GROUPS CAN USEFULLY:

1. STRIVE TO BROADEN THE ORGANIZATIONAL BASE OF INTER-GROUP COOPERATION FOR ILY, BY:

(A) SEEKING TO INVOLVE MORE NGOs (FOR EXAMPLE AT PRESENT ONLY ABOUT 35 OF THE MORE THAN 540 INTERNATIONAL NGOs ENJOYING OFFICIAL RELATIONS WITH UNESCO REGULARLY TAKE PART IN THE MEETINGS AND

OTHER ACTIVITIES OF THE ANNUAL UNESCO COLLECTIVE CONSULTATION OF NGOs ON LITERACY)

(B) REACHING OUT ACTIVELY TO THE "NEW PARTNERS" DISCUSSED UNDER OBJECTIVE N° 3 ABOVE.

2. WHERE POSSIBLE, USE EXISTING COORDINATION MECHANISMS (COMMITTEES, LIAISON BULLETINS, ETC.) FOR ILY COOPERATION RATHER THAN CREATING POSSIBLY CUMBERSOME NEW MACHINERY

3. MODULATE COOPERATIVE STRUCTURES AND ACTIVITIES ACCORDING TO THE CHARACTERISTICS OF DIFFERENT LEVELS OF COOPERATION:

(A) LOCAL: IN VILLAGES, RURAL DISTRICTS AND CITY NEIGHBOURHOODS, "CLOSEST" TO THE ILLITERATE, FUNCTIONALLY ILLITERATE AND NEW LITERATES, SPECIAL CARE MAY BE NEEDED TO INVOLVE COMMUNITY GROUPS THAT ARE NOT AFFILIATED TO NATIONAL ORGANIZATIONS.

(B) NATIONAL: IN CONTACT WITH BOTH THE CENTRAL GOVERNMENT AND OTHER NATIONAL STRUCTURES (ECONOMIC, CULTURAL, ETC.) INCLUDING THE SPECIAL BODY DESIGNATED FOR ILY, AND WITH NATIONAL GROUPS ENJOYING SPECIAL RELATIONSHIPS WITH VARIOUS BODIES OF THE UN SYTEM THAT COULD BE ACTIVATED FOR ILY.

(C) REGIONAL AND INTERNATIONAL: NGOs AND OTHER INTERESTED GROUPS CAN COOPERATE MORE CLOSELY THAN IN THE PAST WITH SUCH ENTITIES AS UNESCO'S REGIONAL AND SUB-REGIONAL OFFICES FOR EDUCATION AND UNESCO'S MAJOR REGIONAL EDUCATION PROGRAMMES ONE OF WHOSE OBJECTIVES IS THE ELIMINATION OF ILLITERACY; APPROACHES TO OTHER UN AGENCIES - AT THE REGIONAL AND WORLD LEVELS - MAY PROVE DESIRABLE (UNICEF, FOR ONE, ALREADY WORKS WITH NGOs IN THE AREA OF BASIC EDUCATION; THE UN DEVELOPMENT PROGRAMME WAS RECENTLY STEPPED UP ITS COOPERATION WITH THE NON-GOVERNMENTAL COMMUNITY).

A FINAL WORD

IF THIS **GUIDE** HAS FOUND ITS WAY INTO YOUR HANDS, AND IF YOU HAVE TAKEN THE TROUBLE TO READ THIS FAR, YOU AND THE ORGANIZATION OR GROUP OF WHICH YOU MAY BE A MEMBER ARE MOST PROBABLY POTENTIAL ACTORS IN **ILY.**

IT IS, THEN, WELL TO END THE **GUIDE** BY STRESSING THAT THE YEAR IS NOT AN OPERATION CENTRALLY ORCHESTRATED AND FUNDED FROM SOME WORLD COMMAND POST. WHAT IT IS, AND WHAT IT ACHIEVES, LARGELY DEPEND ON WHAT PEOPLE LIKE YOU DECIDE TO DO ABOUT IT.

TODAY
IS NOT TO EARLY TO START !

AND STARTING NOW IS A FIRST STEP TOWARDS THE 6TH AND LAST OBJECTIVE OF **ILY:**

THE SETTING IN MOTION OF ACTION AIMED
AT ELIMINATING ILLITERACY
BY THE YEAR 2000

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